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ABSTRACT

This paper provides statements of teacher competencies that are essential for diagnosing reading difficulties of learners. These statements are organized into three orders of teaching competencies. First-order statements describe in broad terms eight kinds of teaching competencies related to diagnosis of reading difficulties. Second-order statements list for each of the first-order statements the next level of specificity of performance. Third-order statements describe the next higher level of specificity of the intended communications of second-order statements. The author states that the lists are incomplete and untested and that more accurate lists will evolve. An 11-item bibliography is included. (PD)

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David Blount: Number 6

Competencies Essential for Diagnosing Reading Difficulties

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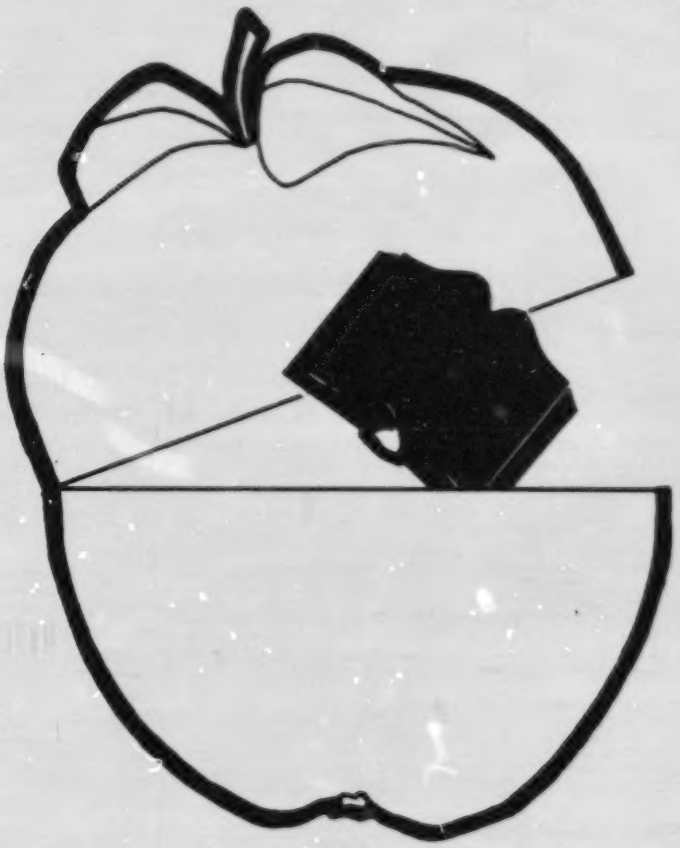

TEACHER CORPS ASSOCIATES:
RESOURCES FOR CBTE

A Series of Materials for the Support of CBTE
Series Editor: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706 Spring, 1973

RESOURCES FOR CBTE

Understanding CBTE

1. *A Module for Understanding the Characteristics of Competency-Based Education* by Alberto Ochoa 34 pp.

This is designed to assist intern-teachers in understanding CBTE through the use of an instructional module.

2. *A Seminar on Competency-Based Teacher Education for University Personnel* by Horace Leake 22 pp.

This is intended to help instructors of higher education prepare the basic tenets of CBTE to faculty staff.

Defining Roles In CBTE

3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies* by Joseph Watson 10 pp.

This material includes objectives, test items and activities. The Curriculum Specialist's role in a CBTE program is specified.

4. *The Role of the Community Coordinator* by Edwina Battle 11 pp.

This module is designed to identify the role of the community coordinator in a Teacher Corps Project.

Initiating CBTE

5. *Bilingual Education: A Needs Assessment Case Study* by Fernando Dominquez 12 pp.

This describes the development of a questionnaire to use in a needs assessment for teachers in a bilingual setting. It includes results from one school district.

Implementing Competency-Based Educational Programs at Southern University by James Fortenberry 6 pp.

This is a case study of the transitional problems involved in shifting an entire university to a competency-based approach to education.

Use Of Competencies

6. *Competencies Essential for Diagnosing Reading Difficulties* by David Blount 36 pp.

This is a list of competencies. These competencies may be used in designing training modules for interns, teachers, or reading specialists.

7. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers* by Milo Kalectaca 33 pp.

This module is designed to provide competencies needed to train teachers of Hopi children in the basics of Hopi history and culture.

8. *Methods of Public School Music* by Edwina Battle 57 pp.

This is designed to give teacher trainees adequate background and training in music skills using competency-based education which can be adapted to meet the needs of children in the primary grades. It includes: (1) music fundamentals (2) instruments and their use (3) techniques in music instruction.

The Affective Domain

9. *Non-Verbal Communication and the Affective Domain* by Claudette Merrell Ligons 74 pp. Multi-Media Items*: 23 slides, 1 video-tape.

This training package is designed to prepare the teacher in the affective domain; it should improve the teacher's interpersonal relations skills by helping him/her better understand the non-verbal behavior of students.

10. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City* by Vida Van Brunt 69 pp. Multi-Media Items*: approximately 100 slides (3 sets), 1 video-tape, 4 audio-tapes.

This is designed to provide teachers with strategies for communicating more quickly and easily with the inner-city youth labeled "delinquents" or "delinquent prone."

*Multi-Media items are available only from the author.

FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

ED 095151

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COMPETENCIES ESSENTIAL FOR DIAGNOSING READING DIFFICULTIES

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Special appreciation to Dr. Carl A. Grant, Coordinator of the Teacher Corps Technical Assistance Project Associates who was instrumental in designing and implementing a series of unique seminars that facilitated the acquisition of skills and competencies so crucial to the associates development as consultants.

Recognition is due the TAP Directors who by attending the seminars and guiding individual associates in their studies, gave invaluable input to the development and implementation of the Fellows Program.

Thanks to the many reading instructors, classroom specialists, and Lead Reading Teachers, that helped me formulate the process. Thanks to Mrs. Theresa Benton, Reading Specialist at Bethune Elementary School, for her input in structuring the diagnostic process.

To Dr. Charles E. Johnson, TAP Director to which the author was assigned, my unending thanks for materials provided and time spent in assisting with the organizing and drafting these statements of competencies.

RATIONALE

One basic cause for the ineffectiveness of teaching strategies, for inappropriate selection of content and materials, for inadequate methods, and for poor learning atmosphere in the educational environment is a lack of systematic, comprehensive and continuing diagnosis of learners. Just as a good physician administers treatment only after thorough diagnosis, a good teacher should build instructional procedures on the findings of analysis of data gathered by use of searching diagnostic procedures. Teaching without diagnosis is teaching in the dark and is a questionable practice. The author feels very strongly that this is especially true in teaching minority children whose backgrounds, motivation, learning styles and habits differ from those of the majority, and whose attitudes toward school and teachers have been damaged by years of frustration steming from unsuccessful learning experiences. Consistent with his belief, the author in this paper specifies lists of competencies essential for the diagnosis of reading difficulties of learners.

PURPOSE

The purpose of this paper is to provide statements of teacher competencies which the author feels are essential for diagnosing reading difficulties of learners.

The author intends to utilize these statements of competencies in his Teacher Corps project as a foundation upon which to develop instructional modules designed to help his students acquire those behaviors which are essential for diagnosing reading difficulties. These modules will be used in preparing teachers, both preservice and inservice to work with children in early childhood and elementary school years.

It may be observed that the program content generated from these competencies provides for teaching strategies which give emphasis to consistent diagnosis of reading problems based on formal and informal procedures. Also these competencies may be used to provide a checklist which may be used for assessing the performance of interns, classroom teachers and reading specialists.

The author intends for this list of competencies to be disseminated to other Teacher Corps projects which have the need to develop similar programs.

INTERPRETATIONS

Formulated lists of competencies do not provide the reader with the rationale for the inclusion of particular items. This sometimes gives rise to serious concern. Such may be the case with particular items included in the lists provided here. For example, the author has already expressed his concern for minority children, and yet within the lists of competencies one finds those which suggest that reading diagnosticians should be thoroughly familar with particular standardized tests. This may appear contradictory. To avoid misinterpretation special attention must be given to this matter.

It is not the intent of the author to suggest that classroom teachers, interns, reading specialists, supervisors and others use the tests named under a competency in the sequence as the only means of diagnosing the reading problems of inner city children. It is not the intent of the author to suggest that reading diagnostic procedures and instruments be used to place children on a particular grade level, label them or assign them to a learning track.

However, the author feels that the professional workers mentioned above should demonstrate the particular competencies as they are described, and suggests that there are several options or alternatives to the use of these standardized instruments.

Recognizing the limited utility and availability of needed formal instruments to use in diagnosing of gaps and abilities, the author suggests the use of informal devices and techniques that would prove effective. Teacher Contracts with students reveals something that the teacher did not know before, something important for intelligent planning of instruction. Open Ended Questions are often used as techniques to tap the ideas, concepts and feelings students may have on certain problems or in certain areas of skill. The questions are similar in effect to the more formal projective tests. A teacher knowing what worries children of the inner city provides a great deal of information about the erosive effects of the home and school.

The fears of children as revealed through stories of what hurt them most and how they react to name calling, being picked on, and having the "Dirty Dozens" played on them can provide information about sensitivity and stability. Systematic Observation, Sociometric

Test and Parent Interviews can further provide informal diagnostic information helpful in planning a program to move black children along an educational continuum.

LIMITATIONS

The author recognizes that within any list of competencies there are those which while suitable to one group of professional workers are regarded by others as inadequate, inappropriate or perhaps even erroneous. Thus, this list is not intended to be a standard and basic list for all who are concerned with the diagnosis of reading disabilities. It may however serve as a guide or list of suggestions for those who are in the process of developing their own lists of competencies in this area.

The reader must also be aware that the lists of competencies contained herein are incomplete and untested. There are likely to be many serious omissions--especially on the lists which provide statements of specific behaviors which detail the exact nature of broader statements. The author is hopeful that as he proceeds to pilot and evaluate these materials with his students during instruction that revised more accurate lists will evolve.

HOW LISTS OF COMPETENCIES ARE ORGANIZED

First Order Statements of Teaching Competencies

The first order statements of teaching competencies listed describes in broad terms eight kinds of teaching competencies related to diagnosis of reading difficulties.

Second Order Statements of Teaching Competencies

For each of the eight first order statements of teaching competencies a list of the next level of specificity of performance may be prepared.

Third Order Statements of Teaching Competencies

Third order statements describe at the next higher level of specificity the intended communications of second order statements. That is for each second order statement there may be a list of third order statements.

The author is presenting a list of first and second order statements of competencies deemed essential for diagnosing the reading problems of boys and girls.

First Order Statement of Competencies Essential
for
Diagnosing Reading Difficulties

1.00 The competent diagnostician gathers background information related to the child's reading behavior.

2.00 The competent diagnostician estimates the learner's expected level of reading performance.

3.00 The competent diagnostician estimates the child's actual level of general reading performance.

4.00 The competent diagnostician identifies specific reading disabilities experienced by the learner.

5.00 The competent diagnostician identifies inhibiting factors (other than reading difficulties) limiting the learner's reading development.

6.00 The competent diagnostician summarizes and analyzes all diagnostic data judged to affect the learner's reading performance.

7.00 The competent diagnostician analyzes all data, formulates prognosis, and makes recommendations for instruction.

8.00 The competent diagnostician establishes suitable conditions for administering tests and conducting interviews.

Second Order Statements of Competencies Essential
for
Diagnosing Reading Difficulties

1.00 THE COMPETENT DIAGNOSTICIAN GATHERS BACKGROUND INFORMATION RELATED TO THE CHILD'S READING BEHAVIOR.

1.01 Conducts interviews with parents or guardians to obtain information about the learner.

1.02 Conducts interview with learner.

1.03 Reviews school records of learner.

1.04 Obtains general background information from other sources.

2.00 THE COMPETENT DIAGNOSTICIAN ESTIMATES THE LEARNER'S EXPECTED LEVEL OF READING PERFORMANCE.

2.01 Administers and interprets listening capacity test.

2.02 Administers and interprets individual general intelligence tests.

2.03 Administers and interprets group intelligence tests.

2.04 Determines level of reading expectancy based only on test data.

2.05 Comparing data and information from various sources determines an adjusted level of reading expectancy for the learner.

3.00 THE COMPETENT DIAGNOSTICIAN ESTIMATES THE CHILD'S ACTUAL LEVEL OF GENERAL READING PERFORMANCE.

3.01 Administers and interprets informal and standardized oral reading tests.

3.02 Administers and interprets informal and standardized silent reading tests.

3.03 Administers and interprets especially prepared informal tests of reading performance.

3.04 Determines the child's actual level of oral and silent general reading performance.

4.00 THE COMPETENT DIAGNOSTICIAN IDENTIFIES SPECIFIC READING DISABILITIES EXPERIENCED BY THE LEARNER

4.01 Administers and interprets selected general diagnostic reading tests.

4.02 Administers and interprets selected word attack skills tests.

4.03 Administers and interprets sight word recognition instruments.

4.04 Observes child's general reading performance and applies professional judgement in identifying difficulties.

5.00 THE COMPETENT DIAGNOSTICIAN IDENTIFIES INHIBITING FACTORS (OTHER THAN READING DIFFICULTIES) LIMITING THE LEARNER'S READING DEVELOPMENT

5.01 Administers tests of visual accuity and interprets results.

5.02 Administers tests of hearing abilities and interprets results.

5.03 Administers instruments designed to determine the extent of the learner's social, emotional and psychological adjustment and interprets results.

6.00 SUMMARIZES AND ANALYZES ALL DIAGNOSTIC DATA JUDGED TO AFFECT THE LEARNER'S READING PERFORMANCE.

6.01 Prepare reports and or records findings obtained from investigation of background information on the learner.

6.02 Prepares reports and or records findings (including test results) from investigation designed to determine learner's expected level of reading performance.

6.03 Prepares reports and or records findings from investigation designed to determine learner's general reading performance.

6.04 Prepares reports and or records findings from investigation designed to determine learner's specific reading disabilities.

6.05 Prepares reports and or records findings from investigation designed to determine inhibiting factors other than reading difficulties limiting the learner's reading development.

7.00 ANALYZES ALL DATA, FORMULATES PROGNOSIS AND MAKES RECOMMENDATIONS FOR INSTRUCTION.

7.01 Specifies most likely causal factors for learner's delayed progress in reading.

7.02 Determines conditions under which learner is most likely to progress in reading development and validates feasibility of creating these conditions.

7.03 Prepares recommendations for instructional program for learner.

7.04 Presents prognosis for learner's success in reading development if instructional program is implemented.

7.05 Plans a strategy for follow-up on students as he pursues the recommended program.

8.00 THE COMPETENT DIAGNOSTICIAN ESTABLISHES SUITABLE CONDITIONS FOR ADMINISTERING TESTS AND CONDUCTING INTERVIEWS.

8.01 Establishes rapport with learner.

8.02 Adjust room lighting suitable to learner.

8.03 Maintains comfortable flow or level of ventilation.

8.04 Arranges room environment to avoid congestion.

8.05 Maintains appropriate noise level.

8.06 Assists learner in feeling at ease.

8.07 Sets pace of interview.

8.08 Keeps control of interview.

8.09 Develops relevant questions for structured interview.

THIRD ORDER STATEMENTS OF TEACHING COMPETENCIES ESSENTIAL FOR DIAGNOSING READING DIFFICULTIES

Third Order Statements of Teaching Competencies

Third order statements of teaching competencies describe at the next higher level of specificity the intended communication of second order statements. That is, for each second order statement there may be a list of third order statements. The following illustrates what the author regards as suitable statements of specific third order competencies which could appear under the second order statement:

1.01 Conducts interviews with parents or guardians to obtain information about the learner.

1.01.01 Prepares list of relevant questions for the structured interview.

1.01.02 Asks questions to ascertain data from conception to birth.

Third Order Statements of Teaching Competencies
for
Diagnosing Reading Difficulties

1.01 CONDUCTS INTERVIEWS WITH PARENTS OR GUARDIANS TO OBTAIN INFORMATION ABOUT THE LEARNER.

1.01.01 Prepares list of relevant questions for structured interview.

1.01.02 Asks questions to ascertain data from conception to birth.

1.01.03 Identifies pertinent data about the learners immediate home situation.

1.01.04 Ascertains information about the learners school history.

1.01.05 Collects information about the learners health status.

1.01.06 Inquires about the learners experience background.

1.02 CONDUCTS INTERVIEW WITH LEARNER

1.02.01 Assists learner in feeling at ease.

1.02.02 Ascertains learners attitude toward reading and school.

1.02.03 Determines if child has had a history of failure in reading.

1.02.04 Ascertains learners strengths as perceived by him.

1.02.05 Establishes when learners reading difficulties started.

1.03 REVIEWS SCHOOL RECORDS OF LEARNER

1.03.01 Evaluates recorded health data on permanent record folder.

1.03.02 Evaluates school attendance records.

1.03.03 Evaluates letter grades on learners permanent record folder.

1.03.04 Evaluates recorded academic test scores on learners record.

1.04 OBTAINS GENERAL BACKGROUND INFORMATION FROM OTHER SOURCES.

1.04.01 Interviews learners adult neighbors.

1.04.02 Solicits information from learners religious leader. (pastor, minister, priest, rabbi)

1.04.03 Interviews selected peer relations of learner.

2.01 ADMINISTERS AND INTERPRETS LISTENING CAPACITY TEST (some representative samples).

2.01.01 Administers and interprets Durrell-Sullivan Reading Capacity Test.

2.01.02 Administers and interprets Gates Reading Survey.

2.01.03 Administers and interprets Durrell-Analysis of Reading Difficulty Test.

2.02 ADMINISTERS AND INTERPRETS INDIVIDUAL GENERAL INTELLIGENCE TEST (some representative samples).

2.02.01 Administers and interprets Slosson Intelligence Test for Children and Adults.

2.02.02 Administers and interprets Wechsler Intelligence Scale for Children.

2.02.03 Administers and interprets Peabody Picture Vocabulary Test.

2.03 ADMINISTERS AND INTERPRETS GROUP INTELLIGENCE TESTS.

2.03.01 Administers and interprets California Test of Mental Maturity.

2.4 DETERMINES LEVEL OF READING EXPECTANCY BASED ONLY ON TEST DATA.

2.04.01 Selects formulas to compute reading expectancy.

2.04.02 Computes reading expectancy based on test data.

2.04.03 Interprets reading expectancy based on test data.

2.05 COMPARES DATA AND INFORMATION FROM VARIOUS SOURCES; DETERMINES AN ADJUSTED LEVEL OF READING EXPECTANCY FOR THE LEARNER.

2.05.01 Compares verbal and non-verbal performance.

2.05.02 Compares oral and silent reading performance.

2.05.03 Compares listening comprehension to reading comprehension.

3.01 ADMINISTERS AND INTERPRETS INFORMAL AND STANDARDIZED ORAL READING TESTS (some representative samples).

3.01.01 Administers and interprets Gilmore's Oral Reading Test.

3.01.02 Administers and interprets Gray's Oral Reading Test.

3.01.03 Administers and interprets Gray's Standardized Oral Check Test.

3.02 ADMINISTERS AND INTERPRETS INFORMAL AND STANDARDIZED SILENT READING TESTS TO DETERMINE STRENGTHS AND WEAKNESSES OF SILENT READING.

3.02.01 Administers and interprets Durrell-Sullivan Reading Achievement Test.

3.02.02 Administers and interprets Gates Advanced Primary Reading Test.

3.02.03 Administers and interprets Monroe Standardized Silent Reading Test.

3.03 ADMINISTERS AND INTERPRETS ESPECIALLY PREPARED INFORMAL TESTS OF READING PERFORMANCE

3.03.01 Constructs, administers and interprets informal reading test based on the learners' reading series.

3.03.02 Constructs, administers and interprets' informal reading test based on reading series other than that normally used for instruction.

3.04 DETERMINES THE CHILD'S ACTUAL LEVEL OF ORAL AND SILENT GENERAL READING PERFORMANCE

3.04.01 Determines the learners' level of reading performance suitable for instruction.

3.04.02 Determines the learners' level for independent reading performance.

3.04.03 Determines the learners' reading frustration level.

4.01 THE COMPETENT DIAGNOSTICIAN ADMINISTERS AND INTERPRETS SELECTED GENERAL DIAGNOSTIC READING TESTS.

4.01.01 Administers and interprets New Developmental Reading Test.

4.01.02 Administers and interprets pupil progress series Diagnostic Reading Test.

4.01.03 Administers and interprets Gates-McKillop Diagnostic Reading Test.

4.03 ADMINISTERS AND INTERPRETS SIGHT WORD RECOGNITION INSTRUMENT.

4.03.01 Administers Dolch Basic Sight Word Test.

4.03.02 Interprets results of sight word test.

4.03.03 Reports findings of test data.

5.01 ADMINISTERS AND INTERPRETS TESTS OF VISUAL ACUITY

5.01.01 Identifies two instruments to test vision.

5.01.02 Writes a description of each instrument.

5.01.03 Administers and interprets Keystone Visual Telebinocular.

5.01.04 Administers and interprets Atlantic City Eye Test.

5.01.05 Reports findings based on visual test data.

5.02 ADMINISTERS AND INTERPRETS TEST OF HEARING ABILITIES.

5.02.01 Identifies two instruments to test hearing.

5.02.02 Writes a description of each instrument.

5.02.03 Effectively operates Maico Audiometer.

5.02.04 Reports findings based on hearing test data.

5.03 DETERMINES/ESTIMATES/LEARNERS SOCIAL, EMOTIONAL AND PSYCHOLOGICAL ADJUSTMENTS.

5.03.01 Identifies two relevant instruments for determining/ estimating learners social, emotional and psychological adjustments.

5.03.02 Writes a description of each instrument.

5.03.03 Administers and interprets Strong's Open End Questions.

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